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ABSTRACT

This paper evaluates a program for educators, youth workers, and parents in four Atlanta (Georgia) Public Schools designed to teach African American children the positive aspects of their cultural heritage and to increase their self-esteem and desire to learn. Although the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) program has been implemented in four schools, this evaluation covers only the two elementary schools, Woodson and Toomer, which participated for a full year. The evaluation, using an experimental/control design with approximately 600 students, involves the use of two self-esteem instruments, an analysis of Iowa Tests of Basic Skills normal curve equivalent scores in reading and total mathematics, an analysis of the results of a teacher questionnaire, and an analysis of student absences. The evaluation indicates that the instructional program has been only partially implemented. SETCLAE may have a positive effect on student self-esteem, but it has not been found to significantly affect achievement or student absences, with the exception of grade 6. Teachers disagree about whether or not the program accomplishes its goals. The program has no religious aspect and is beneficial for all students regardless of ethnic background. A list of 10 references is included. A teacher questionnaire and the SETCLAE Student Profile and sample lessons are appended. (JB)

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Evaluation of the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) Program

1989-90

Department of Research and Evaluation
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Evaluation of the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) Program

1989-90

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TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	1
Conclusions and Recommendations	5
INTRODUCTION	6
PART I -- The Instructional Program Took Place as Planned	7
PART II -- The Educational Goals and Objectives of the Program Were Accomplished	8
PART III -- Unforseen Consequences to Students and Teachers Which Resulted from the Program	13
PART IV -- Teachers' Assessment of the Program Overall: Questionnaire Results	23
CONCLUSIONS AND RECOMMENDATIONS	24
REFERENCES	26
APPENDICES	
A - Teacher Questionnaire	27
B - The SETCLAE Student Profile and Sample Lessons	32

LIST OF TABLES

Number		Page
1	Analysis of Variance in SETCLAESP and Piers-Harris Scores by Group and Sex for Students in Grades K-7 . .	10
2	Multivariate Analysis of Covariance Used to Assess Group (Participating Vs. Control) and Sex Effects on ITBS on ITBS 1990 Reading and Math Scores . . .	11
3	Mean 1990 Reading Scores by Group by Sex on the ITBS Grades 3-5	12
4	ANOVA Absences by Grade by Group	12
5	Correlation Matrix SETCLAESP, ITBS Reading 90, ITBS Total Math 90 Grades 1 and 2 (N = 209)	18
6	Correlation of the SETCLAESP, Piers-Harris, ITBS 90 Reading, ITBS 90 Mathematics, ITBS 89 Reading and ITBS 89 Math Grades 3 through 7 (N = 248)	19
7	Factor Analysis of SETCLAESP, PHCSCS, ITBS Reading and Mathematics 1989 and 1990 Scores, Grades 3-7 (N = 248)	20
8	Means Tables Piers-Harris by School - By Grade . . .	21

EXECUTIVE SUMMARY

African-American Images is a consulting firm which introduced a program into four schools in the Atlanta Public School System, and which was designed to enhance student self-esteem. The name of this program is Self-Esteem Through Culture Leads to Academic Excellence or SETCLAE. According to its literature, SETCLAE is "a model curriculum that provides a mechanism from which educators, youth workers, and parents can teach their children the positive aspects of their cultural heritage; and simultaneously, increase their self-esteem and hence their desire to learn."

The purpose and emphasis of the program was put forth as (1) the improvement of academic achievement of those students not reaching their fullest potential; (2) the instillation in youth self determination and effort which is the best way to measure academic achievement; (3) the promotion of racial pride and the enhancement of students' knowledge of culture and history and its significance to contemporary living; and (4) the improvement of discipline and school atmosphere."

All students (grades K-8) in four Metropolitan Atlanta schools, two elementary and two middle schools, participated in the program. These schools were Toomer and Woodson elementary schools and Coan and Kennedy middle schools. However, only Woodson and Toomer participated for the entire academic year. Therefore, the evaluation will cover results obtained from these schools.

The components of the program consisted of a self-esteem profile, the SETCLAE Student Profile (SETCLAESP; APPENDIX B) a curriculum guide and lesson plans for students, part-time consultant services, enrichment materials, and workshops for teachers and parents.

The evaluation consisted of an analysis of student responses on two self-esteem instruments, the SETCLAESP and the Piers-Harris Children's Self-Concept Scale (PHCSCS), an analysis of Iowa Tests of Basic Skills (ITBS) normal curve equivalent (NCE) scores in reading and total mathematics; a tally and analysis of the results of a teacher questionnaire (Appendix A); and an analysis of student absences. The evaluation report is designed to assess four questions related to the success of the program. They are:

1. Did the instructional program take place as planned?
2. Were the educational goals and objectives of the program accomplished?
3. Did unforseen consequences to students and teachers result from the program?
4. What was teachers' overall assessment of the program?

Finally, conclusions and recommendations are presented. A summary from each part follows:

Part I. Did the Instructional Program Take Place as Planned?

The instructional program was partially implemented. The following components were not put into place.

1. The parent component of the program was not implemented.

2. Pre and post-testing of students using the SETCLAESP did not occur.

3. Some teachers did not receive enough materials to properly implement the program.

4. Consultant time spent in the schools may not have been sufficient.

The following components of the program did take place.

1. Teachers, at least on a schoolwide basis, were provided with curricular materials and comprehensive weekly lesson plans.

2. Teachers and students were given an introduction to the SETCLAE program in a workshop conducted by the consultant.

3. The consultant did attempt to provide ongoing consultation to the schools.

4. Most teachers appear to have conscientiously attempted to implement SETCLAE in their classes.

Part II. Were the Educational Goals and Objectives of the Program Accomplished?

The quantitative part of the evaluation followed an experimental/control design. Students' in selected classes from Woodson and Toomer served as experimental subjects and students from Williams and Kirkwood served as controls. Approximately 600 students participated in the evaluation.

The effect of SETCLAE on student self-esteem was measured by comparing scores of experimental subjects (SETCLAE subjects) with scores of control subjects on the SETCLAESP and the PHCSCS using an analysis of variance (ANOVA). The effect of SETCLAE on achievement was assessed by comparing 1990 ITBS reading and total math scores of SETCLAE students with those of control students. Because 1989 ITBS scores were on record, a multivariate analyses of covariance (MANCOVA) was used as the statistical test with 1989 scores serving as the covariate. The effect of the program on student absences was also assessed.

1. Results of the quantitative evaluation were as follows: ANOVA results indicated that the program significantly improved self-esteem as measured by the SETCLAESP in grades 3-5 and as measured by the Piers-Harris Children's Self-Concept Scale (PHCSCS) in grades 3-7.

2. MANCOVA results revealed that the program did not have a significantly positive effect on student achievement as measured by the ITBS NCE's in reading and total mathematics. Grade 2 control students significantly outscored grade 2 SETCLAE students in reading and mathematics. Control students in grades 6-7 obtained scores which were significantly higher overall than SETCLAE students (significant multivariate F.), but when taken individually by category - e.g. reading and mathematics - the scores did not differ significantly.

3. Differences in student absenteeism occurred only in grade 6. For that grade, SETCLAE students had significantly less absences than control students.

4. Teachers reported on the questionnnaire that the content of the SETCLAE program was designed to positively affect classroom climate, but teacher responses indicated that they were less sure about its success in actually doing so.

Quantitative analysis of the data indicates that SETCLAE may have had a significantly positive effect on student self-esteem, but could not be shown to significantly affect achievement or student absences with the exception of grade 6. Qualitative data indicated that while teachers appeared to think that SETCLAE activities are designed to improve classroom climate, there was less agreement about whether or not the progam actually accomplishes this goal.

Part III. Unforseen Consequences to Students and Teachers Which Resulted From the Program

These areas are examined:

Area I -- Concerns and Issues Related to SETCLAE Content

This area addresses concerns about whether or not there is a religious aspect to the program, whether the program benefits all students regardless of ethnic background, and whether the program is devisive.

This information was obtained from comments on and responses to the teacher questionnaire.

There is no doubt that the SETCLAE program teaches values, but this is not done from a religious perspective. Even though the values are taught from an Afro-centric point of view, the majority of teachers indicated that they find the values and orientation of the program beneficial to all students and believe that the program teaches students to accept and respect students from different backgrounds.

Area II -- The Extent to Which SETCLAE Carries Over Into Other Parts of the Curriculum

Most teachers appear to use SETCLAE activities throughout the school day. Thus, SETCLAE activities in the classes of many teachers who participated in the program impacted the total curriculum.

Area III -- Unforseen Information from the Evaluation Itself

Concurrent validity for the SETCLAESP was assessed by correlating the SETCLAESP with the PHCSCS. The correlation obtained was highly significant ($R = .4553$, $p < .0001$). Thus, a degree of concurrent validity for the SETCLAESP was estabiished.

Four questions were addressed which arose from a literature review of issues related to self-esteem and African-American students. Data from the current evaluation were used in order to address these questions from the perspective of Atlanta Public School's students.

1. What is the Relationship Between Self-esteem and Achievement?

Both the literature review and data from Atlanta Public School students indicated that there is a persistent and significant relationship between self-esteem and achievement. However, the casual nature of that relationship remains in doubt. Furthermore, information from the literature review suggests that the relationship beween achievement and self-esteem is not always positive. In some instances, negative relationships were found. Finally, even though the correlations between self-esteem measures and achievement for Atlanta Public School's students who participated in this evaluation were positive and significant, achievement as measured by the ITBS NCE scores could not be shown to have been positively affected.

2. Is there evidence that the self-esteem of African-American students is lower than the self-esteem of students from other ethnic groups?

Both the literature review and analysis of data from the control schools indicated no overall self-esteem problem for African-American students either from Atlanta Public Schools or from the population at large. The literature review revealed that only in heavily integrated and majority white settings did African-American students score below their white counterparts on self-esteem measures. Individual students from Atlanta Public Schools may have low self-esteem when compared to the norming group for the PHCSCS, but overall, Atlanta Public Schools' students scored within the average to above average range on the PHCSCS.

3. Do African-American Males Have Lower Self-Esteem than African-American Females?

The literature review revealed no particular sex differences in self-esteem. Data from Atlanta Public Schools' students revealed significant sex differences in Kindergarten only. No sex differences were found for students in grades 1-7. Furthermore, there was a question about the validity of kindergarten data since many children did not fill out their answer sheets properly.

4. Does Teaching African and African-American Culture Enhance the Self-Esteem of African-American Students?

Scant research in this area could be located and results were unclear. Results from the African and African-American Infusion Evaluation (Amuleru-Marshall, 1990) indicated that black students reported that they felt better about themselves because of the project. Data from this evaluation indicated that SETCLAE could have positively affected self-esteem in the participating population. Further research in this area is needed.

Part IV. Teachers' Assessment of the Program Overall: Questionnaire Results

Although responses were not unanimous, more teachers appeared to like the program and expressed willingness to use it again than indicated that they did not like the program. Thus, in terms of teacher responses, the program can be called a qualified success.

Comments tended to be more positive than negative. Most of the improvements suggested centered around the provision of materials and supplies. The majority of positive comments concerned the African and African-American cultural aspect of the program, the opening ritual, and student self-concept.

Conclusions and Recommendations

Most of the information collected for this evaluation indicates that SETCLAE may increase student self-esteem even where partially implemented. Problems which arose generally appeared to center around inadequate materials. Although nothing specifically indicates that consultant time was also a factor, it was clear that the consultant felt that it might have been. This was particularly true for the parent component which was not put in place.

With these comments in mind, the following recommendations are submitted:

1. The program should continue at least another year. Results from this evaluation indicate that the program could have had a positive effect on student self-esteem. Continuing the program may result in the parent components' being implemented. Finally, it may take longer than a year to see the effect of increased self-esteem on achievement.

2. In order to insure that the program is properly and thoroughly implemented, the consultant should concentrate on only one or two schools.

3. A review of research related to cooperative learning indicated that frequent consultation and class observations are needed to assist teachers in becoming comfortable with the process. This kind of support should be provided for SETCLAE.

4. It is strongly recommended that the parent component of the program be initiated and supported.

5. Findings from cooperative learning research strongly indicates that teacher observations of each other's classes should be encouraged and teacher discussion groups should be established in each school.

6. Teachers should be provided with all materials and manuels.

7. Research related to self-esteem and results from the present evaluation indicate that when taken as a group the self esteem of African-American students does not differ significantly from that of their white peers except possibly in heavily integrated or mostly white settings. The present evaluation was conducted in schools where the vast majority of students were of African-American heritage. It is recommended that the self-esteem of African-American students in integrated settings be examined. It is also recommended that programs such as SETCLAE be established in integrated settings as well as in settings which are majority black.

INTRODUCTION

African-American Images is a consulting firm which introduced a program into four schools in the Atlanta Public School System which was designed to enhance student self-esteem. The name of this program is Self-Esteem Through Culture Leads to Academic Excellence or SETCLAE. According to its literature, SETCLAE is "a model curriculum that provides a mechanism from which educators, youth workers, and parents can teach their children the positive aspects of their cultural heritage and simultaneously increase their self-esteem and hence their desire to learn."

The purpose and emphasis of the program was put forth as (1) the improvement of academic achievement of those students not reaching their fullest potential; (2) the instillation in youth self-determination and effort which is the best way to measure academic achievement; (3) the promotion of racial pride and the enhancement of students' knowledge of culture and history and its significance to contemporary living; and (4) the improvement of discipline and school atmosphere."

All students in grades K-8 in four Metropolitan Atlanta schools, two elementary and two middle schools, participated in the program. These schools were Toomer and Woodson Elementary schools and Coan and Kennedy middle schools. However, only Woodson and Toomer participated for the entire academic year. Therefore, the evaluation will cover results obtained from these schools.

The components of the program consisted of a self-esteem profile, the SETCLAE Student Profile (SETCLAESP) a self-esteem/self-concept inventory, a curriculum guide and lesson plans for students, part-time consultant services, enrichment materials, and workshops for teachers and parents.

In order to conduct the evaluation, two schools were chosen to act as controls. These schools were randomly selected from a sample of similar schools (e.g. K-5 or K-7) from the same geographic area. Thus, Kirkwood was selected as a control for Toomer and Williams was selected as a control for Woodson.

Students in selected classes K-7 from all four schools were administered the SETCLAESP. Additionally, students from the same classes in grades 3-7 were given the Piers-Harris Self-Concept Scale for Children (PHSCSC). Scores were compared using an experimental/control design. Achievement was examined by comparing participating (SETCLAE) students' 1990 using an analysis of variance (ANOVA) as the statistical test. ITBS reading and total mathematics scores with scores of students in control schools using a multivariate analyses of covariance (MANCOVA). ITBS 1989 scores served as covariants. Absentee data was collected from all schools and compared using an analyses of variance (ANOVA).

Finally, in order to assess teacher's reactions to the program 44 questionnaires were distributed to all participating teachers from Toomer and Woodson. Twenty-six or 59 percent were returned, and the responses of these teachers make up the qualitative part of the evaluation.

Glickman (1990) writes that in education there should be at least three parts to a comprehensive evaluation. The first part examines whether the instructional program took place as planned. The second examines whether or not the instructional program achieved its instructional objectives for students. The third examins whether unforseen consequences to students and teachers resulted from the program. Each of these areas will be examined in the narrative which follows. In

addition, a fourth part will cover teachers' assessment of the program as a whole. Finally, the report will present conclusions and recommendations.

PART I

The Instructional Program Took Place as Planned

SETCLAE is designed to be delivered to students according to a cooperative learning paradigm. Classes are divided into "harambee" groups ("harambee" is Swahili for "let us work together"). Groups choose African names and function intact throughout the school year. Students are asked to fill out index cards with their names, interests, and lists of what they do best. These cards are used by teachers in determining rewards and by students in varous ways in "harambee" group exercises. Curricular materials emphasize cooperation, problem solving, African and African-American history and culture. "Harambee" groups are designed to function not only during SETCLAE activities but throughout the school day, if the teacher chooses to structure her program around them.

"Harambee" groups meet at least once a week for thirty minutes. Curriculur materials provide detailed instructions covering group activities for each weekly meeting. The consultant provides an initial training session to teachers and meets with groups of students. She also is expected to provide ongoing support to the schools. Parents are involved in the initial workshop with staff and students and are supposed to assist in the assessment of their children. Parents are then to participate in workshops designed to help them understand the meaning of the assessment. The workshops are also designed to teach parents what they can do at home to improve their child's self-esteem.

The evaluation of the extent to which the SETCLAE program was implemented in the schools is based upon the responses of teachers to a questionnaire (Appendix A), information provided by the consultant, and personal observations as well as some informal discussions with principals.

The program was not implemented as invisioned. First of all, the parent component was never put into place. Parents did not participate in any of the program activities as had been planned. The consultant was very concerned about the lack of parental involvement and stated that she lacked the time to involve parents to the extent that she had hoped.

Secondly, the pre and post testing of students on the SETCLAESP did not take place. Administering and scoring of the profile as it existed as a part of the curricular materials would have been quite time consuming, and it did not occur. Because of that, teachers and students were not aware of student strengths and weaknesses in the areas measured by the SETCLAESP prior to implementing the program, and there was no way to evaluate improvement in student self-esteem as measured by the SETCLAESP from pre to post testing.

Comments on the teacher questionnaire (Appendix A) indicated that some teachers did not receive enough materials to properly implement the program. Materials were provided to the schools in a packet. It was expected that copies for each teacher would be xeroxed prior to the beginning of the program. This did not occur in the school. The packet was passed from teacher to teacher on an as needed basis. Pieces of the packet were misplaced and sometimes were hard to locate.

Consultant time spent in the schools may have been less than optimal. At least the consultant felt that this may have been the case. Forty-six percent of the teachers who responded to the questionnaire were either undecided or agreed that they needed more consultant time, while half of the teachers who responded that they felt that the consultant provided sufficient support to enable them to implement the program properly. Cohen (1990) in a recent article in Phi Delta Kappan stated, "I greatly fear that unless developers, disseminators, and practitioners realize that establishing a cooperative learning program requires more than attending a few workshops and attempting to assist one another in developing materials and managing classes, we will quickly see both teachers and students burn out on these new techniques . . ."

Cohen's article emphasizes that for cooperative learning programs to become successful there must be well-prepared tasks for teachers to use with student groups. Furthermore, ongoing consultation is needed as well as a collegial relationship among teachers. This collegial relationship must exist with administrative support. At the minimum, teachers must be released from their classrooms to observe one another. In addition to the possible lack of adequate consultant time, there is also no indication that collegial relationships were established between teachers or that release time was provided in order to allow teachers to observe one another.

The following components of the program did take place:

1. Teachers, at least on a schoolwide basis, were provided with curriculur materials and comprehensive weekly lesson plans.

2. Teachers and students were given an introduction to the SETCLAE program in workshop form by the consultant.

3. The consultant did attempt to provide ongoing consultation to the schools. She indicated that many times these services were given free of charge.

4. Most individual teachers appear to have conscientiously attempted to implement SETCLAE in their classes. The teacher questionnaire indicated that of the respondents, 69 percent indicated that they used SETCLAE materials/exercises with their students weekly to two to three times a week, whereas 19 percent of the teachers indicated that they rarely used the materials.

PART II

The Educational Goals and Objectives of the Program Were Accomplished

In order to evaluate the educational outcomes of the program several statistical tests were performed on data collected specifically for the evaluation and on system-wide test data. In addition, responses were tabulated and assessed from a teacher questionnaire which was distributed to each teacher at Woodson and Toomer, the SETCLAE schools. Twenty-six or 59 percent of the questionnaires were retained.

Students from Woodson and Toomer elementary schools served as SETCLAE participant subjects. Students from Williams and Kirkwood elementary schools served as controls. Approximately 606 students participated in the evaluation.

Because there was a question about the extent to which some teachers in the SETCLAE schools had implemented the program with their classes, and because it was thought more useful to compare the progress of students of teachers who had actually used the program with students of teachers in control schools, the SETCLAE consultant was asked to pick one class per grade from each of the participating schools. Classes picked were to be those of teachers whom the consultant thought had followed most conscientiously the guidelines of the program. The consultant picked one class per grade per participating school and submitted her list to each principal for feedback. Students in classes picked by the consultant with input from the principal participated in the evaluation. Classes from the control schools were randomly choosen by the evaluator, one class per grade. This resulted in 14 SETCLAE and 14 control classes.

Students in each of the choosen classes were given a modified version of the SETCLAESP. The evaluator modified the original SETCLAESP so that it could be group administered and scored on a bubble sheet. Further, modifications were made for profiles which were administered to students in grade K-2 (See Appendix B). These students marked their answers on separate answer sheets and those answers were transfered to scan sheets by the evaluator and Research and Evaluation staff. In addition to the SETCLAESP, students in grades 3-7 were given the Piers-Harris Self Concept Scale for Children (PHCSCS). The PHCSCS was administered in order to obtain an independent measure of self esteem.

In addition to the self-esteem measures, a multivariate analysis of covariance (MANCOVA) was conducted on ITBS reading and total mathematics normal curve equivalent (NCE) scores for both SETCLAE students and students from control schools. Also, data was collected on student absences.

The data analyses were performed in order to answer the following questions: (1) Did participation in SETCLAE improve student self-esteem? (2) Does participation in SETCLAE produce significant changes in student achievement? (3) Does student abseentism improve because of SETCLAE participation? (4) Does SETCLAE participation positively effect classroom climate?

Did the program improve student self-esteem?

Results of the statistical analysis varied by grade level of the students (Table 1). For kindergarten students, a significant difference between SETCLAE and control students was not found. However, kindergarten girls significantly outperformed kindergarten boys. Unfortunately, the data collected from kindergarten students was suspect. It appeared that some students did not understand the directions (there were many cases where students marked more than one response, for instance). Thus, it was unclear whether or not that significant difference existed because girls have higher self-esteem or because girls followed directions better than boys.

No significant difference was found between SETCLAE first and second graders and first and second grade students from control schools. Neither was there a significant difference between the sexes.

For students in grades 3-5 significant differences were found between SETCLAE students and control students on both the SETCLAESP and the PHCSCS in favor of SETCLAE students. No sex differences were found.

SETCLAE students in grades 6-7 scored significantly higher on the PHCSCS, but their scores did not differ significantly on the SETCLAESP. No sex differences were found.

TABLE 1

ANALYSIS OF VARIANCE IN SETCLAESP AND PIERS-HARRIS SCORES BY GROUP AND SEX FOR STUDENTS IN GRADES K-7

	SETCLAESP ANOVA			PIERS-HARRIS ANOVA		
		F.	Sig. of F.		F.	Sig. of F.
Group 1	Main Effects	3.290	.043*			
Kindergarten	Group	1.114	.295			
N = 80	Sex	5.807	.018*			
	Group by Sex	1.501	.224			
Group 2	Main Effects	.024	.976			
First-Second	Group	.044	.834			
N = 129	Sex	.005	.945			
	Group by Sex	.004	.951			
Group 3	Main Effects	3.287	.039**	Main Effects	3.288	.039**
Third-Fifth	Group	5.386	.021**	Group	5.285	.022**
N = 248 (SETCLAESP)	Sex	1.129	.289	Sex	1.164	.282
N = 263 (PHCSCS)	Group by Sex	.482	.483	Group by Sex	.231	.631
Group 4	Main Effects	1.950	.149	Main Effects	5.545	.006**
Sixth-Seventh	Group	1.778	.186	Group	11.004	.001**
N = 90 (SETCLAESP)	Sex	2.872	.094	Sex	.918	.341
N = 83 (PHCSCS)	Group by Sex	.937	.336	Group by Sex		1.989

*Significant sex effects in favor of female students ($p. < .05$).
**Significant group effects in favor of participating schools ($p. < .05$).

Thus, it appears that for students in grades 3-7, participation in SETCLAE could have had a significant, positive effect on student self-esteem. However, it is important to note that SETCLAE teachers who were picked to participate in the evaluation were picked because they appeared to be implementing the program properly. For the most part, those teachers were excellent teachers before they participated in the program (at least two of them were former "Teachers of the Year" at their schools). Thus, it is impossible to separate the effect on student self-esteem of simply being in the classroom of a master teacher from the benefit which resulted from participation in SETCLAE.

Does participation in SETCLAE produce significant changes in student achievement?

MANCOVA were performed to compare ITBS 1990 reading and total math NCE scores for students in participating and control schools. ITBS 1989 reading and total math NCEs served as covariant scores. Student scores were analyzed in three groups; group 1 consisted of scores of students in grade 2; group 2 consisted of scores of students in grades 3 through 5; and group 3 consisted of scores of students in grades 6 and 7. Results are summarized in Table 2.

TABLE 2

MULTIVARIATE ANALYSIS OF COVARIANCE USED TO ASSESS GROUP (PARTICIPATING VS. CONTROL) AND SEX EFFECTS ON ITBS 1990 READING AND MATH SCORES

	Effect	Exact F	Univariate F	Sig. of F
Group 1 Grade 2	Group	48.561		.000*
	Read		38.992	.000*
	Math		83.809	.000*
	Sex	.258		.774
	Read		.193	.663
	Math		.192	.663
	Group by Sex	.045		.956
	Read		.066	.798
	Math		.051	.822
Group 2 Grades 3-5	Group	2.111		.123
	Read		3.577	.060
	Math		3.006	.084
	Sex	1.903		.151
	Read		3.475	.064
	Math		.309	.579
	Group by sex	4.371		.014*
	Read		8.721	.003*
	Math		3.439	.065
Group 3 Grades 6-7	Group	6.365		.003*
	Read		3.012	.087
	Math		3.197	.078
	Sex	.721		.490
	Read		.464	.498
	Math		1.456	.231
	Group by sex	.958		.388
	Read		.464	.498
	Math		.471	.495

* = significant effects in favor of control group students.
** = significant sex interaction.

Generally speaking, participation in SETCLAE did not produce significant achievement effects. For students in grade 2 (where self-esteem measures were not significant) control group students significantly outperformed SETCLAE students in both reading and total mathematics on the ITBS (NCEs). There was a significant group by sex interaction for students in grades 3-5 in reading which indicates that program participation could have effected the sexes differently in those grades. (See Table 3.)

TABLE 3

MEAN NCE 1990 READING SCORES BY GROUP
BY SEX ON THE ITBS
GRADES 3-5

	Male	Female
Participating	49.65	45.73
Control	46.26	58.43

Thus, even though SETCLAE students significantly outscored students in control schools on self-esteem measures, that enhanced self-esteem did not translate into improved ITBS scores.

This indicates that the relationship between self-esteem and achievement is complicated.

Does student absenteeism will improve because of SETCLAE participation?

An analysis of data from student absences indicates that in only one grade, grade 6, did a significant difference between SETCLAE and control students occur (Table 4). SETCLAE students had significantly fewer absences than students from the control school. In all other grades, no significant differences were found. Teachers indicated on the questionnaire that they did not believe that participation in the program had any appreciable effect on student absences. Only one teacher marked that he or she agreed with the statement that "Student absenteeism has decreased because of SETCLAE."

TABLE 4

ANOVA
ABSENCES BY GRADE BY GROUP

	F.	Sig. of F.
Kindergarten N = 97	.774	.381
Grade 1 N = 93	.026	.873
Grade 2 N = 93	1.547	.219
Grade 3 N = 94	3.045	.52
Grade 4 N = 108	2.331	.102
Grade 5 N = 108	1.973	.144
Grade 6 N = 58	5.689	.020*
Grade 7 N = 49	.341	.562

* = Significant difference in favor of participating schools

Will SETCLAE participation will positively effect classroom climate?

No quantitative data were collected which related to school climate. However, several questions on the teacher questionnaire were designed to assess teacher's perceptions of SETCLAE's effect on classroom climate (Appendix A).

The majority of teachers who responded to the questionnaire (65%) marked that they believed that SETCLAE teaches important values to students. An equal percentage of teachers indicated that SETCLAE activities encourage students to accept people who differ from them. Fifty-eight percent of the respondents checked that they agreed with the statement. "SETCLAE activities encourage students to respect everybody." Sixty-three percent of the teachers who responded to the questionnaire indicated that, "SETCLAE activities encourage values such as hard work, self-reliance, respect for adults, respect for education, etc." Thus, most teachers appeared to believe that the SETCLAE program attempts to teach values which should positively affect school climate.

However, when asked whether or not SETCLAE activities actually resulted in changed student behavior or attitude, teachers were less positive. While 38 percent of the teachers indicated that they agreed that SETCLAE activities had resulted in their students cooperating and working together more, an equal percentage were undecided and 19 percent disagreed. Twenty-seven percent of the teachers marked that they agreed with the statement that classroom discipline had improved since the implementation of SETCLAE, but 39 percent were undecided and 35 percent disagreed with the statement. Only 12 percent felt that their students enjoy school more now than they did before the teachers implmented SETCLAE. Forty-six percent were undecided and 39 percent disagreed with that statement. Still, when asked specifically about classroom climate, slightly more (38 percent) of the teachers marked that they believed that it had improved because of SETCLAE activities than disagreed with that statement (35 percent).

In summary, teachers who responded to the questionnaire appeared to believe that the SETCLAE program attempts to make an impact on classroom climate but were less sure about it's success in actually doing so.

Summary

Quantitative analysis of the data indicates that SETCLAE may have had a significant positive effect on student self-esteem, but could not be shown to significantly affect achievement or student absences. Qualitative data indicated that while teachers appeared to think that SETCLAE activities are designed to improve classroom climate, there was less agreement about whether or not the program actually accomplishes its purposes in that area.

PART III

Unforseen Consequences To Students and Teachers Which Resulted From the Program

Three areas will be examined in this section of the evaluation. The first area will concern itself with an examination of issues or concerns which were expressed about the content of the SETCLAE program. While these concerns cannot be classified as "unforseen" (they were addressed in the questionnaire and by teacher comments),

they do not relate to the first two evaluation categories and appear to the evaluator to be addressed most appropriately in this section.

The second area will be concerned with the extent to which SETCLAE activities carried over into other parts of the curriculum.

The third area relates to information from the data collected for the present evaluation from Atlanta Public Schools' students and from a literature review in the area of self-esteem and African and African-American studies which provided background information for the present evaluation. This information may be of value in planning future programs.

Area 1. Concerns and Issues Related to SETCLAE Content

The information covered in this section was obtained from comments on and responses to the teacher questionnaire. (Appendix A).

One teacher commented that there was too much of a religious emphasis in the SETCLAE materials. When questioned about this, the consultant stated that she did not think that any of the materials emphasized a particular religious point of view. No item on the questionnaire addressed this issue. The evaluator examined several, but not all, of the lesson plans and did not find a particular (e.g. Judeo-Christian) religious emphasis. Values are stressed by the program, but the consultant emphatically denies that they relate more to the values of any particular economic group (e.g. American middle class). The values are presented as African values, but there is an attempt to show how those values relate to values shared by other ethnic groups.

A concern has been expressed in magazine and newspaper articles as well as informally about whether a program specifically designed to teach African and African-American culture to African-American students in order to improve self-esteem would result in negative attitudes toward students from other ethnic groups. Several questions on the questionnaire were designed to assess teachers' perceptions of this issue.

The vast majority of teachers (81 percent) who responded to the questionnaire agreed or strongly agreed with the statement, "Learning about African Heritage is a good way to enhance African-American students' self-esteem." Thus, most teachers accepted the basic premis of the program.

Another question concerned the extent to which SETCLAE benefits African-American students more than it benefits students from other ethnic groups. The progam was developed with the idea that learning about African and African-American culture is of benefit to everyone regardless of ethnic origin. Teachers' reactions to the statement that "SETCLAE" activities benefit African-American students more than they do students of other heritages," were approximately evenly split with 38 percent of the teachers agreeing with that statement and 35 percent disagreening with it (27 percent were undecided). However, when asked to respond to the statement, "SETCLAE activities are beneficial to students of all heritages, " 58 percent marked that they agreed and only 4 percent (one teacher) strongly disagreed. Thus, while some teachers felt that the program benefited African-American students more than it did students from other heritages, most believed that all students could benefit from participating in the program.

Is SETCLAE devisive? Most teachers do not think so. Sixty-five percent of the teachers who responded to the questionnaire indicated that SETCLAE activities encourage students to accept people who differ from them, and 58 percent of the teachers indicated that SETCLAE activities encourage students to respect everybody.

In summary, there is no doubt that the SETCLAE program teaches values, but this is not done from a religious perspective. Even though the values which are taught by the program are presented from an Afro-centric point of view, the majority of teachers indicate that they find the values and orientation of the program beneficial to all students and believe that the program teaches students to accept and respect students from different backgrounds.

Area II. To What Extent Does SETCLAE Carry Over Into Other Parts of the Curriculum?

The second area which will be addressed concerns the extent to which SETCLAE activities carried over into other parts of the curriculum. SETCLAE was invisioned as a program which could affect all areas of the curriculum. For instance, "harambee" groups could provide a mechanism for cooperative learning activities in every academic subject. Information provided on student index cards could be used for curriculum planning and for implementing positive discipline in the classroom (e.g. for determining positive rewards for good behavior). Did teachers actually make use of this information?

Questionnaire results indicate that most of them say that they did. Sixty-two percent of the respondents indicated that they used information their students provided on index cards in order to implement positive discipline in their classrooms at least sometimes. Seventy percent indicated that they used the information provided on index cards in planning classroom activities. Finally, 58 percent of the teachers indicated that they organized their regular academic classes around "harambee" groups formed during SETCLAE activities.

Thus, SETCLAE activities in the classes of many teachers who participated in the program impacted the total curriculum.

Area III. Unforseen Information From the Evaluation Itself

Prior to conducting the formal evaluation of SETCLAE, the evaluator researched educational literature related to self-esteem studies of African-American students. After a decision was made to use the PHCSCS to evaluate student self-esteem, she also reviewed literature specifically related to the PHCSCS.

Because the SETCLAESP was an instrument which had not been validated, the evaluator wanted to use the PHCSCS as an independent source of information about student self-esteem. The evaluator also thought that it was important to begin the process of establishing the concurrent validity of the SETCLAESP by correlating student scores on that measure with student scores on the PHCSCS.

Finally, the literature review raised questions which the evaluator wished to explore using data from Atlanta Public School students. These questions were: (1) What is the relationship between self-esteem and achievement as reported in the literature and with Atlanta Public School students? (2) Do Atlanta Public School students have low self-esteem? (3) Do African-American males have lower self-esteem than African-American females? (4) Is there any evidence that learning

about African-American culture will improve the self-esteem of African-American students or their achievement?

A discussion of issues related to the reliability and validity of self-esteem instruments will be presented along with data used to begin the process of establishing concurrent validity for the SETCLAESP. Then each of the four questions will be addressed from the perspective of a formal literature review, and data -- where available -- from Atlanta Public School students will be discussed.

Issues Related to the Validity and Reliability of the PHCSCS and the SETCLAESP

Establishing the reliability and validity of a self-concept scale is extremely difficult. For one thing, the psychological construct being measured is not stable over time. The vicissitudes of life can affect self-concept* in many ways causing it to go up on some instances and go down in others. An instrument designed to measure self-esteem would be expected to reflect those fluctuations. The establishment of reliability on the other hand requires a certain amount of stability in test scores. Literature related to the reliability and validity of the PHCSCS was reviewed in order to establish its appropriateness for use in the present evaluation.

Reliability refers to the stability or consistency of measurement. It measures the extent to which one may predict a score on an instrument based upon a prior score. Test-retest reliabilities for the PHCSCS reported in the test manual range from .42 to .81 (8 months lapse) in normal populations. Querry (1970, cited in Piers, 1984) reported a test-retest reliability of .96 (1 month lapse) in a population of third and fourth graders with mild articulation disorders. Internal consistency estimates reported in the manual range from .88 to .93. Thus, according to the manual, the PHCSCS is judged to have adequate temporal stability and good internal consistency.

Validity refers to whether or not an instrument measures what is purports to measure and is difficult to assess. Content validity for the PHCSCS was obtained by constructing it to contain statements which children reported as qualities they liked or disliked about themselves. Item analyses eliminated statements which did not discriminate. Criterion-related validity was obtained by correlating scores on the Piers-Harris with teacher or peer ratings of students, with other measures of self-esteem, and with measure of negative and positive personality attributes. The relationship between scores on the PHCSCS and teacher or peer ratings ranged from > nonsignificant (.02) to significant (.54; $p < .05$). However, there is evidence from the literature that teachers and peers do not always adequately judge the self-concept of another person (Piers, 1984). Research reported in the manual shows a generally negative correlation with measures of anxiety and neuroticism and a generally positive correlation with measures of emotional stability. In addition, research reported in the PHCSCS manual shows positive correlations between the PHCSCS and other self-concept scales. These range from .32 (Personal Attributes Inventory for Children) to .73 (Children's Personality Questionnaire - O Factor). However, the instruments to which the PHCSCS is being compared may have questionnable validity. This is because many of them are validated by the PHCSCS a process which creates a tautology. Also, criticism of external measures of validity, such as teacher ratings, have questionable validity themselves.

Item analysis of the PHCSCS showed that items clustered into six subgroups. These subgroups were behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. These subfactors are purported to be aspects of the overall construct of self-esteem. However, research has not always supported the validity of these subgroups, particularly with minority populations (Williams, Apenahier, & Haynes, 1987).

*In this evaluation, "self-esteem" and "self-concept" will be used interchangeably for variety.

The PHCSCS, then, is a fairly reliable instrument which appears to measure approximately the psychological construct measured by other self-esteem inventories. However, in all studies cited in the PHCSCS manual, correlations with outside measures have not exceeded an absolute value of .73, which is roughly equal to half the variance on the two instruments. The PHCSCS and other self-concept measures assess common aspects of self-esteem and aspects of self-esteem which are not held in common. There is always a danger in psychology of taking an inaccurately defined construct, such as self-esteem, measuring it with an instrument of dubious validity, and then rarefying that construct and treating it as if it were etched in stone. Measures on the PHCSCS are not synonymous with self-esteem but may be used to illuminate that construct, however dimly.

The SETCLAESP and the PHCSCS were given to students in grades 3-7 in four elementary schools. The PHCSCS was used as a model during the construction of the SETCLAESP, and some of its questions were incorporated into the profile. Because the content of the SETCLAESP was designed to reflect the content of the SETCLAE curriculum, it was thought to be a more valid instrument to use to measure the success of the program. However, there was also a question concerning the extent to which the SETCLAESP measured self-esteem as opposed to achievement of course objectives. It is important for students to achieve course objectives, and such achievement can stand on it own. It is also important to determine the extent to which SETCLAESP scores reflect the generalized construct of self-esteem. A significant correlation between the SETCLAESP and the Piers-Harris would indicate that both were measuring factors related to a similar underlying construct.

Two kinds of correlation statistics using data from grades 3-7 in all schools were performed relating the PHCSCS and the SETCLAESP. The first consisted of a simple Pearson R and the second was a regression analysis. The correlation between the SETCLAE and the PHCSCS was .4553, which was highly significant ($p. < .0001$). Furthermore, when the PHCSCS scores were used as the dependent variable, a regression analysis which included achievement data and SETCLAESP scores indicated that the single best predictor of PHCSCS scores was scores on the SETCLAESP. While factors common to the SETCLAESP and the Piers-Harris account for only 21 percent of the variance in each, there is still evidence that at least in part the two measures asses the same construct.

Because the correlation between the PHCSCS and the SETCLAESP was significant and well within the range of correlations reprinted in the PHCSCS manual between the PHCSCS and other self-esteem measures, it was concluded that a degree of concurrent validity had been established for the SETCLAESP.

What is the Relationship Between Self-Esteem and Achievement?

In answer to the first question, "Is there a relationship between self-esteem and achievement?", research suggests that there is a "persistent and significant relationship between self-concept and academic achievement, and a change in one seems to be associated with a change in the other" (Purkey, 1970 in Piers, 1984; p. 72). Correlations of the PHCSCS with measures of intellegence and achievement range from nonsignificant to significant (in the .50s). Achievement scores generally correlate higher than IQ (Piers, 1984). However, even though a relationship does appear to exist between achievement and self-concept, there is no-indication which causes which. Does high achievement produce high self-concept or does high self-

concept produce a high achieving student? Furthermore, studies which report the highest positive correlation coefficients (.53 by Davis et al., 1975; cites in Piers, 1984) account for only a small percentage of the variance (28%), and factors other than those measured by the PHCSCS account for the greatest percent of variance (72%). For scores on the Wide Range Achievement Test (WRAT) the correlations reported by Piers (1984) are negative with the largest correlation coefficient (-.57) greater than all other coefficients reported. Thus, the relationship beween self-concept and achievement is by no means consistently positive and a positive change in one may even predict a decrease in the other!

What is the relationship between achievement and self-esteem for Atlanta Public Schools students?

Correlation matrices and regression analysis were generated comparing SETCLAESP scores and ITBS reading and total math scores for first and second grade students. (The second grade class scores from Williams Elementary, a control school, were not included since those students did not complete the SETCLAESP.) The correlation matrix is reprodued in Table 5.

TABLE 5

CORRELATION MATRIX SETCLAESP, ITBS READING 90,
ITBS TOTAL MATH 90
GRADES 1 AND 2
N = 209

	SETCLAESP	MATH 90	READ 90
SETCLAESP	1.00		
MATH 90	.375***	1.00	
READ 90	.354***	.600***	1.00

*** P < .001

As can be seen from Table 5, SETCLAESP scores for first and second grade students correlate significantly with math and reading scores on the ITBS. Since the SETCLAESP was read to students in the lower grades, this correlation cannot be explained by factors related to reading skill, although other factors such as listening skills or ability to follow directions could have contributed to the correlations obtained.

The correlation matrix for grades 3 through 7 is reproduced in Table 6.

TABLE 6

CORRELATION OF THE SETCLAESP, PIERS-HARRIS, ITBS 90 READING, ITBS 90 MATHEMATICS, ITBS 89 READING AND ITBS 89 MATH GRADES 3 THROUGH 7
N = 248

	SETCLAE	HARRIS	MATH 90	READ 90	MATH 90	READ 89
SETCLAE	1.00					
HARRIS	.464**	1.00				
MATH 90	.235**	.174**	1.00			
READ 90	.144*	.067	.649**	1.00		
MATH 89	.088	.160**	.571**	.431**	1.00	
READ 89	.055	.062	.478	.521**	.671**	1.00

* $P \leq .05$
** $P \leq .01$

Third grade SETCLAESP scores from Toomer were not included in the correlation since those students did not complete the SETCLAESP inventory. However, PHCSCS data for that class are included in the correlation.

As can be seen from Table 6, SETCLAESP scores correlate significantly with 1990 ITBS reading and mathematics scores and with the PHCSCS. PHCSCS scores correlate significantly with 1990 and 1989 mathematics scores. The correlations obtained are not high and even though significant account for very little of the variance in scores.

When significant correlations are obtained there is a question about what factors contribute to the significance obtained. Remember, the SETCLAESP and the PHCSCS correlated significantly and there was significant correlations with achievement scores. Are all these tests really measures of the same construct - achievement?

In order to determine whether or not the significant correlations obtained in this evaluation are measures of essentially the same construct, a factor analysis was performed using all variables. Results indicated that variables loaded on (or correlated with) two distinct factors. One of the factors included the construct measured by the Piers-Harris and SETCLAE. The other factor was accounted for by ITBS scores. Thus, the data indicate that the SETCLAE and Piers-Harris measure a contruct which has a significant positive relationship with achievement factors as measured by ITBS scores but which differs from achievement "per se." These findings appear to confirm that a relationship between self-esteem and achievement exists in the Atlanta Public Schools population which participated in

the evaluation (See Table 7). This relationship is similar to that reported in the literature.

TABLE 7

FACTOR ANALYSIS OF SETCLAESP, PHCSCS, ITBS READING AND MATHEMATICS 1989 AND 1990 SCORES, GRADES 3-7
N = 248

	Rotated Factor Matrix		Principal Components		
	Factor 1	Factor 2	Factor	Eigenvalue	Cum. Percent
SETCLAESP	.08155	.85264**	1	2.75643	45.9
Piers-Harris	.06118	.84521**	2	1.39257	69.2
ITBS Read 90	.78903*	.07058			
ITBS Math 90	.80530*	.22096			
ITBS Read 89	.82014*	.06418			
ITBS Math 89	.83279*	-.04562			

* = Variables which load on Factor 1
** = Variables which load on Factor 2

However, as has been stated, significant correlations between self-esteem and achievement do not indicate that one causes the other. As the data show (Table 6), significant differences between control and particpiating students on self-esteem measues did not produce similar differences in achievement scores on the ITBS.

Is there evidence that the self-esteem of African-American students is lower than that of students from other ethnic groups?

When an instrument is used to measure a psychological construct within a minority group, there is always the question of whether or not that instrument is biased toward that group. The PHCSCS was not standardized on black children, however, research cited by (Piers, 1984) indicated that in the majority of studies, PHCSCS scores for black students did not differ significantly from scores for white students from the same geographic area. When significant differences did exist, they existed in both directions. That is, in some instances black students outscored white, while in others, white students outscored black. Piers (1984) states that "race per se is not a main determinant of self-concept" . . . and suggests that "it would be more useful to look within various racial or ethnic groups for variables which influence self-concept" (p. 84).

There seems to be some evidence from the literature that the self-esteem of African-American students has not increased due to desegregation and in some cases may have decreased (Stephens, 1983). Thus, the self-esteem of African-American students may be related to the situation in which they are taught. African-American students in all black or mostly black settings may have higher self-esteem than students in integrated settings. If that is the case, then efforts directed toward improving the self-esteem of African-American students should be focused toward integrated and majority white settings.

Because a major emphasis of the SETCLAE Program is on student self-esteem, there was interest in examining the PHCSCS data to see if a self-esteem problem did in fact exist for the Atlanta Public Schools students whose scores were used in evaluation. Scores of control group students who had not received an intervention designed to increase self-esteem and who were representative of students in the system at large were of particular interest. According to the PHCSCS manual, raw scores which fall within the range of 50 to 60 represent average self-esteem ratings, with 53 approximately equal to the mean score. An examination of PHCSCS data revealed that the mean score for the entire population of Atlanta Public School students which took the Piers-Harris was 56.62 (SD = 11.22). Mean scores from individual schools ranged from 53.51 to 60.01. Thus, school average scores were all at or above the average score of students upon whom the test was normed (See Table 8).

TABLE 8

MEANS TABLES PIERS-HARRIS BY SCHOOL -- BY GRADE

School		School Average	Grade Average
Toomer - Participating	N = 74	60.01	
Third Grade	N = 20		63.55
Fourth Grade	N = 30		57.87
Fifth Grade	N = 24		59.75
Kirkwood - Control	N = 72	56.07	
Third Grade	N = 23		48.70
Fourth Grade	N = 23		57.52
Fifth Grade	N = 26		61.31
Woodson - Participating	N = 92	57.97	
Third Grade	N = 19		56.58
Fourth Grade	N = 17		54.06
Fifth Grade	N = 19		59.68
Sixth Grade	N = 19		60.00
Seventh Grade	N = 18		59.17
Williams - Control	N = 108	53.51	
Third Grade	N = 18		52.39
Fourth Grade	N = 24		57.29
Fifth Grade	N = 20		54.60
Sixth Grade	N = 25		48.36
Seventh Grade	N = 21		55.24

While participating schools' class averages were above those of control schools, control schools' averages equaled or exceeded those of the norming groups. Only two individual classes reported average scores below fifty. Fourteen class average scores were above 53.

Thus, it appears that if the PHCSCS data are valid, Atlanta Public School students may not have a self-esteem problem to any greater extent than that which exists in the general population of school-aged students. On the other hand, individual students in both participating and control schools may have self-esteem problems. Furthermore, self-esteem is not a monolithic construct. The PHCSCS inventory breaks self-esteem into six subcategories -- behavior, intellectual and school status, physical appearance and abilities, anxiety, popularity, and happiness and satisfaction. It is possible that a student could have a relatively high self-concept in all areas except those which relate to school and score well on a self-esteem inventory. The present evaluation does not attempt to break self-esteem into subcategories and, thus, cannot illuminate specific school-related issues relevant to self-esteem.

Do African-American Males Have Lower Self-Esteem Than African-American Females?

Research cited in the PHCSCS manuel (Piers, 1984) indicates that sex per se is not a determining factor in self-esteem. Where differences were found, they tended to be in both directions, that is, sometimes males outscored females and sometimes females outscored males.

Data collected for the SETCLAE evaluation indicated no sex differences in self-esteem for students in all grade levels except kindergarten. For kindergarten students, females did significantly outscore males in both control and SETCLAE groups. However, there was a question about the validity of the data collected from kindergarten students.

Whatever self-esteem disparity between males and females exists for kindergarten students, it appears to have disappeared by early elementary school in the population of students who participated in the evaluation since no significant sex differences were found in the scores of first and second grade students.

The data, then, do not support the notion that young African-American males have lower self-esteem than young African-American females at least in Atlanta Public Schools.

Does teaching African and African-American Culture Enhance the Self-Esteem of African-American Students?

While it appears that most practitioners, including Atlanta Public Schools' teachers participating in the program (see questionnaire results), believe that it does, there is scant research in that area. Therrell, et al. (1988) explored the self-concept level of black adolescents with and without African names using a self-esteem inventory written by her and her associate (the Terrell and Tayler Black Ideology Scale) and the Coopersmith Self-Esteem Inventory. They found that students with African names scored significantly higher on the Black Ideology scale than those without African names. There was no significant difference in scores on the Coopersmith. It is possible that students with African names were more aware of African culture than other students and therefore scored higher on the Black Ideology scale. However, the research cited did not illuminate this issue.

An Education Research Information Center (ERIC) search of the literature related to self-concept and Africian and African-American studies revealed no other research articles.

Questionnaire results from the evaluation of the African and African-American Infusion projects in Atlanta Public Schools (Amuleru-Marshall, 1990) indicate that African-American students report that the knowledge they gained about Africa and African-American history and culture made them feel better about themselves, better about black people, proud to be black and made them want to learn more.

As reported previously in this document, the data indicates that students in classes from SETCLAE schools scored significantly higher than students from control schools on the PHCSCS and, in some grades, on the SETCLAESP. It is quite possible that SETCLAE participation contributed to this difference. Since the inculcation of African and African-American culture, values, and history is an integral part of the SETCLAE approach, it is possible that this emphasis contributed to the effectiveness of the program. More research in this area is needed.

PART IV

Teachers' Assessment of the Program Overall: Questionnaire Results

Ten questionnaire statements (Appendix A) were designed to assess teacher's overall reaction to SETCLAE. Was the program difficult to implement? Was it a waste of time? Did teachers enjoy the activities? Would they recommend the program to other teachers? These issues are addressed below:

Fifty-four percent of the teachers indicated that the directions for implementing SETCLAE activities were clear and easy to follow, while 31 percent disagreed. Fifty-two percent found SETCLAE activities well planned and organized with 23 percent disagreeing with that statement. Negative statements were generally greeted negatively by teachers. Thirty-eight percent disagreed with the statement that SETCLAE activities required too much planning on their part, while 23 percent agreed. Teachers' reactions were more split in response to the statement, SETCLAE activities take too much time out of regular academics, with 35 percent agreeing and 42 percent disagreeing with the statement. Finally, only 12 percent of the teachers indicated that they felt SETCLAE activities were a waste of time with 58 percent disagreeing with that statement.

Sixty-two percent of the teachers marked that they enjoyed implementing SETCLAE activities with their students, 54 percent would recommend SETCLAE to other teachers, 42 percent would purchase SETCLAE materials for their class if given funding, and 42 percent plan to use SETCLAE with their class next year. (Substantial percentages of teachers indicated they were undecided in response to these questions (range 12-42 percent).

Teachers were most positive in their response to the question concerning the helpfulness of the consultant with 73 percent agreeing that she was helpful.

Although responses were by no means unanimous, more teachers appeared to like the program and expressed willingness to use it again than indicated that they

did not like the program. Thus, in terms of teacher responses, the program can be called a qualified success.

Questionnaire Comments

Of the 26 questionnaires which were returned, 20 or roughly 75 percent contained comments. In answer to the question, "If you would change one thing about SETCLAE, it would be . . .," one teacher wrote, "not present the religious aspect." When the consultant was shown this remark, she stated that she did not believe that religion was a part of the program. She was unsure what the teacher meant by that remark. (This comment was alluded to earlier in the evaluation.) Seven teachers indicated that they did not have sufficient materials to implement the program properly. Two teachers stated that they wished the exercises were shorter so that they could be performed daily. One teacher stated that the program needed more African history, and one teacher wrote "eliminate it." Eight teachers did not suggest changes.

In answer to the statement, "My favorite aspect of SETCLAE is . . ." six teachers listed teaching about black heritage, three teachers listed increased self-concept, three teachers listed the opening ritual, two teachers listed togetherness, and one teacher each listed the following: The children enjoyed taking the SETCLAESP; the "Colors Around the World" story; "the children are given the opportunity to learn more about themselves and their classmates"; and finally, "Harambee, togetherness, sharing, caring, self-control, discipline, being responsible, and positive roles." The teacher who suggested eliminating the program listed his or her favorite aspect of the program as, "getting it done." One teacher did not respond to the statement.

Comments, then, tended to be more positive than negative. Most of the improvements suggested centered around the provision of materials and supplies. Apparently, some teachers did not feel they were given enough materials to do an adequate job. Eight teachers did not suggest changes in the program.

The majority of positive comments concerned the African and African-American cultural aspect of the program. Other positive comments centered around the opening ritual and student self-concept.

CONCLUSIONS AND RECOMMENDATIONS

Most of the information collected for this evaluation indicates that SETCLAE does improve student self-esteem even when only partially implemented. Problems which arose generally appeared to center around inadequate materials. Although nothing specifically indicates that consultant time was also a factor, it was clear that the consultant felt that it might have been. This was particularly true for the parent component which was not put in place.

With these comments in mind, the following recommendations are submitted:

1. The program should continue at least another year. Results from this evaluation indicate that the program would have had a positive effect on student self-esteem. Continuing the program may result in the parent components' being implemented. Finally, it may take longer than a year to see the effects of increased self-esteem on achievement.

2. In order to insure that the program is properly and thoroughly implemented, the consultant should concentrate on only one or two schools.

3. A review of research related to cooperative learning indicated that frequent consultation and class observations are needed to assist teachers in becoming comfortable with the process. This kind of support should be provided for SETCLAE.

4. It is strongly recommended that the parent component of the program be initiated and supported.

5. Findings from cooperative learning research strongly indicate that teacher observations of each other's classes should be encouraged and teacher discussion groups should be established in each school.

6. Teachers should be provided with all materials and manuels.

7. Research related to self-esteem and results from the present evaluation indicates that when taken as a group the self-esteem of African-American students does not differ significantly from those of their white peers except possibly heavily integrated or mostly white settings. The present evaluation was conducted in schools where the vast majority of students were of African-American heritage. It is recommended that the self-esteem of African-American students in integrated settings be examined. It is also recommended that programs such as SETCLAE be established in integrated settings as well as in settings which are majority black.

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APPENDIX A

TEACHER QUESTIONNAIRE

INTER-DEPARTMENTAL CORRESPONDENCE
BOARD OF EDUCATION
CITY OF ATLANTA

TO: Classroom Teachers
Toomer and Woodson Elementary Schools Date: May 31, 1990

FROM: Margie Parko, Research Assistant

RE: SETCLAE Evaluation

During the past year, you and your students were introduced to a program designed to increase student self-esteem and achievement. This program, SETCLAE - Self-Esteem Through Culture Leads to Academic Excellence , is in the process of being evaluated. Some of you were asked to give one or two self-esteem measures to your students. Their scores are being compared to those of students who have not participated in the program. In addition, we want to know how you feel about the program. Do you like it? Did your students enjoy it? Would you recommend it? Did it take a lot of time? Based upon your responses and other data, the program could be expanded to other schools or dropped. Your opinions are very important, so please answer the questions honestly and make sure you return the questionnaire to me.

I strongly recommend that you fill out and return this questionnaire as soon as you receive it, because it would be easy to misplace it in the end of the year packing-up process. However, the deadline for returning it is your last day of school, June 8, 1990.

Thank you.

MP:bl

TEACHER QUESTIONNAIRE
SETCLAE

1. Currently, I teach grades:

   a) K b) 1-2 c) 3-5 d) 6-7

2. I use SETCLAE materials/exercises with my students:

   a) rarely b) once a month c) two to three times a month d) weekly

   e) two or more times a week.

3. I organize my regular academic classes around harambee groups formed during SETCLAE activities:

   a) never b) sometimes c) frequently

4. I use the information my students provided on index cards in planning activities for my students:

   a) never b) sometimes c) frequently

5. I use the information my students provided on index cards in order to implement positive discipline in my classroom.

   a) never b) sometimes c) frequently

6 - 29. The following statements are designed to reflect opinions of the SETCLAE Program. Please check a response from "a" strongly disagree to "e" strongly agree to indicate how you feel about each statement.

6. The climate in my classroom has improved because of SETCLAE activities.

   a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

7. I enjoy implementing SETCLAE activities with my students.

   a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

8. SETCLAE activities are well planned and organized.

   a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

9. Directions for implementing SETCLAE activities are clear and easy to follow.

   a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

10. SETCLAE activities take too much time out of regular academics. If I did SETCLAE as recommended, my students would not achieve testing objectives.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

11. SETCLAE activities require too much planning on my part.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

12. SETCLAE activities are a waste of time.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

13. Learning about African heritage is a good way to enhance African-American students' self-esteem.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

14. SETCLAE activities benefit African-American students more than they do students of other heritages.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

15. SETCLAE activities are beneficial to students of all heritages.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

16. SETCLAE activities teach students important values.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

17. SETCLAE activities encourage students to accept people who differ from them.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

18. SETCLAE activities encourage students to respect everybody.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

19. SETCLAE activities encourage students to take responsibility for their learning.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

20. SETCLAE activities encourage middle class values, e.g., hard work, self-reliance, respect for adults, respect for education, etc.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

21. SETCLAE activities have resulted in my students cooperating and working together more.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

22. Classroom discipline has improved in my class since I started using SETCLAE activities with my students.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

23. Student absenteeism has decreased because of SETCLAE.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

24. If given funding, I would purchase SETCLAE materials for my class.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

25. The consultant from African American Images who introduced SETCLAE was helpful.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

26. The consultant from African American Images provided sufficient support to enable me to implement the program properly.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

27. I plan to use SETCLAE with my class next year.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

28. My students enjoy school more now than they did before I started SETCLAE activities.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

29. I would recommend SETCLAE to other teachers.

a) strongly disagree b) disagree c) undecided d) agree e) strongly agree

30. If I could change one thing about SETCLAE, it would be: _____

_____

31. My favorite aspect of SETCLAE is: _____

_____

APPENDIX B

THE SETCLAE STUDENT PROFILE AND SAMPLE LESSONS

KINDERGARTEN

THE SETCLAE STUDENT PROFILE (MODIFIED) (K)

Instructions

Please answer the following questions on the answer sheet and think real hard about how you <u>really</u> feel before answering each one. THERE ARE NO RIGHT or WRONG ANSWERS.

Part I

Read each statement or question. If it is true for you, bubble the answer "a" on the answer sheet. If it is not true for you, bubble the answer "b". Answer every question even if it's hard to decide. (Just think about yourself and what's important to you.) Bubble only one answer for each question.

1.	I like to be alone sometimes.	a. Yes	b. No
2.	I like to stand in front of the class and speak.	a. Yes	b. No
3.	When we are cleaning up our classroom, if I finish before everybody else, I play.	a. Yes	b. No
4.	School will help me to be what I want to be.	a. Yes	b. No
5.	If I can't think of anything good to say about someone, I don't say anything at all.	a. Yes	b. No
6.	I know what kind of person I want to be when I grow up.	a. Yes	b. No
7.	I like to play with my favorite toy all by myself more than I like to play with it with others.	a. Yes	b. No
8.	If things don't go my way, I get mad.	a. Yes	b. No
9.	School is boring most of the time.	a. Yes	
10.	Do you speak <u>slang</u>?	a. Yes	
11.	If I don't see a trash can, I throw my trash on the ground.	a. Yes	
12.	In class, I like to raise my hand when the teacher wants somebody to do extra work.	a. Yes	
13.	Do you tell the truth most of the time?	a	
14.	Would you like to be in a different family than your own?		
15.	My neighborhood is a good place to live.		

16. I like being with people that are different from me.	a. Yes	b. No
17. I like me!	a. Yes	b. No
18. I am happy whenever my friends have fun and I'm not there.	a. Yes	b. No
19. I like to hear bad things about someone and go tell somebody else.	a. Yes	b. No
20. When someone tells me that I did something wrong, I get mad.	a. Yes	b. No
21. When someone laughs at me, it bothers me.	a. Yes	b. No
22. When I talk to people, I look at their eyes.	a. Yes	b. No
23. If I had lots of money, I would be happy all the time.	a. Yes	b. No
24. When my schoolwork is good, it's because I tried real hard.	a. Yes	b. No
25. When my schoolwork is good, it's because I was lucky.	a. Yes	b. No
26. When I need help, I ask for it.	a. Yes	b. No
27. When the teacher leaves the room, I talk and get out of my seat.	a. Yes	b. No
28. I like TV because I learn a lot from it.	a. Yes	b. No

PART II

Read each item carefully. If it is something that is important to you, bubble "a" on the answer sheet. If it is not important to you (it doesn't really matter or have anything to do with you), bubble "b". Take your time and think about it. There are no right or wrong answers. We want to know <u>your</u> feelings.

29. Helping Others	a. Important to ME	b. Not Important to ME
30. What Others Think of Me	a. Important to ME	b. Not Important to ME
31. Reading	a. Important to ME	b. Not Important to ME
32. Television	a. Important to ME	b. Not Important to ME
33. Solving Problems by Fighting	a. Important to ME	b. Not Important to ME

34. Learning About My Family Members--Dead and Living	a. Important to ME	b. Not Important to ME
35. Getting Along With Others	a. Important to ME	b. Not Important to ME
36. Doing Whatever My Friends Do	a. Important to ME	b. Not Important to ME
37. Expensive Clothes	a. Important to ME	b. Not Important to ME
38. Doing Well in School	a. Important to ME	b. Not Important to ME
39. Speaking Up for Myself and My Ideas	a. Important to ME	b. Not Important to ME
40. Being Positive Most of the Time	a. Important to ME	b. Not Important to ME
41. Living Conditions in Africa	a. Important to ME	b. Not Important to ME

GRADES ONE AND TWO

THE SETCLAE STUDENT PROFILE (MODIFIED) (1-2)

Instructions

Please answer the following questions on the answer sheet and think real hard about how you really feel before answering each one. THERE ARE NO RIGHT or WRONG ANSWERS. We want YOUR answers.

Part I

Read each statement or question. If it is true for you, bubble the answer "a" on the answer sheet. If it is not true for you, bubble the answer "b". Answer every question even if it's hard to decide. (Just think about yourself and what's important to you.) Bubble only one answer for each question.

1.	I like to be alone sometimes.	a. Yes	b. No
2.	I like to stand in front of the class and speak.	a. Yes	b. No
3.	When we are cleaning up our classroom, if I finish before everybody else, I play.	a. Yes	b. No
4.	School will help me to be what I want to be.	a. Yes	b. No
5.	If I can't think of anything good to say about someone, I don't say anything at all.	a. Yes	b. No
6.	I know what kind of person I want to be when I grow up.	a. Yes	b. No
7.	I like to play with my favorite toy all by myself more than I like to play with it with others.	a. Yes	b. No
8.	If things don't go my way, I get mad.	a. Yes	b. No
9.	School is boring most of the time.	a. Yes	b. No
10.	Do you speak slang?	a. Yes	b. No
11.	If I don't see a trash can, I throw my trash on the ground.	a. Yes	b. No
12.	In class, I like to raise my hand when the teacher wants somebody to do extra work.	a. Yes	b. No
13.	Do you tell the truth most of the time?	a. Yes	b. No
14.	Would you like to be in a different family than your own?	a. Yes	b. No

15. My neighborhood is a good place to live.	a. Yes	b. No
16. I like being with people that are different from me.	a. Yes	b. No
17. I like me!	a. Yes	b. No

PART II

Read each item carefully. If it is something that is important to you, bubble the "a" on the answer sheet. If it is not important to you (it doesn't really matter or have anything to do with you), bubble the "b". Take your time and think about it. There are no right or wrong answers. We want to know <u>your</u> feelings.

18. Helping Others	a. Important to ME	b. Not Important to ME
19. What Others Think of Me	a. Important to ME	b. Not Important to ME
20. Reading	a. Important to ME	b. Not Important to ME
21. Television	a. Important to ME	b. Not Important to ME
22. Solving Problems by Fighting	a. Important to ME	b. Not Important to ME
23. Learning About My Family Members--Dead and Living	a. Important to ME	b. Not Important to ME
24. Getting Along With Others	a. Important to ME	b. Not Important to ME
25. Doing Whatever My Friends Do	a. Important to ME	b. Not Important to ME
26. Expensive Clothes	a. Important to ME	b. Not Important to ME
27. Doing Well in School	a. Important to ME	b. Not Important to ME
28. Speaking Up for Myself and My Ideas	a. Important to ME	b. Not Important to ME
29. Being Positive Most of the Time	a. Important to ME	b. Not Important to ME
30. Living Conditions in Africa	a. Important to ME	b. Not Important to ME

PART III

Read each statement carefully. Reach the choices. Then bubble "a" all the ones that best describe you and your feelings. If the statement does NOT describe you and your feelings bubble "b".

31-40. If asked to tell someone about myself I would say things like:

31. I'm fun to be around.	a. Yes	b. No
32. I give us easily	a. Yes	b. No
33. I like helping others	a. Yes	b. No
34. I get bored a lot.	a. Yes	b. No
35. I'm a leader	a. Yes	b. No
36. I like to get in trouble	a. Yes	b. No
37. I'm a good fighter	a. Yes	b. No
38. I'm happy.	a. Yes	b. No
39. I'm slow.	a. Yes	b. No
40. I'm unhappy.	a. Yes	b. No

41-54. If asked to tell somebody what I look like, I would say I am or have

41. okay-looking	a. Yes	b. No
42. skinny	a. Yes	b. No
43. pretty eyes	a. Yes	b. No
44. nice hair	a. Yes	b. No
45. a head that is too big	a. Yes	b. No
46. too short	a. Yes	b. No
47. ugly	a. Yes	b. No
48. light-skinned	a. Yes	b. No
49. beautiful/handsome	a. Yes	b. No
50. pretty skin	a. Yes	b. No
51. too fat	a. Yes	b. No
52. dark-skinned	a. Yes	b. No
53. slim	a. Yes	b. No
54. a nose that is too big	a. Yes	b. No

55. Bubble one.

I a. like my hair.
b. don't like

56. Bubble one.

I a. like my skin color.
b. don't like

57. Bubble the <u>one</u> that is most important to you. <u>Choose only one!</u>

a. being popular
b. doing well in school

58. Answering these questions was

a. great.
b. hard.
c. a good way to learn more about myself.
d. silly.

Part IV

Read the following statements and choices for answers carefully. Then pick the answer that is best for you. Bubble the letter that is in front of your answer on the answer sheet.

There are NO RIGHT OR WRONG ANSWERS. Choose the answer that is right for YOU.

59. When my friends have fun without me, I

a. am happy that they are having fun.
b. don't even think about it.
c. wish they weren't having fun without me.

60 . When I hear something negative about a person, I

a. can't wait to tell someone else.
b. talk to the person to see how I can help.
c. try to find out more.

61 . When someone tells me what I did wrong I

a. get mad.
b. don't want to be around them anymore.
c. listen
d. tell them what they did wrong, too.

62. When someone laughs at me, I

a. get mad.
b. cry.
c. laugh with them.
d. make a joke out of it.
e. don't like it,

63. When I am talking to someone, most of the time I look

a. at their hands.
b. into their eyes.
c. at the floor.
d. all around.

64. If I had lots of money, I would

a. be happy all the time.
b. help others.
c. need and want more money.
d. save it.

65. When I don't do a good job on my schoolwork, I

a. don't really care.
b. know I tried my best.
c. know I should try harder.
d. know it's only because I can't do any better.
e. know the teacher gave us work that was too hard or boring.

66. When I play team games, I

a. like to be the captain.
b. have fun even if my team loses.
c. don't like losing.
d. often get in a fight.

67. When I need help, I

a. get frustrated.
b. ask for it.
c. try to figure it out myself.

68. I pick my friends because

a. they look good.
b. they are cool.
c. they are considerate.
d. they give me things.

69. I am glad I am the color I am. a. Yes b. No

70. When the teacher leaves the room, I

a. talk.
b. stop doing my work.
c. look at who is being bad.
d. find something quiet to do once I finish my work.

71. When my teacher says I can sit wherever I want, I sit

a. in the middle
b. in the front.
c. in the back.

72. Answering these questions was

a. great.
b. hard.
c. a good way to learn more about myself.
d. silly.

73-83. Bubble "a" for all the words that come to your mind when you hear the word Africa. Bubble "b" if the words don't come to your mind.

73. slavery	a. Yes	b. No
74. Tarzan	a. Yes	b. No
75. far away	a. Yes	b. No
76. Egypt	a. Yes	b. No
77. civilization	a. Yes	b. No
78. pyramids	a. Yes	b. No
79. ugly	a. Yes	b. No
80. monkeys	a. Yes	b. No
81. gold and diamonds	a. Yes	b. No
82. wild	a. Yes	b. No
83. Kings and queens	a. Yes	b. No

SETCLAE STUDENT PROFILE
FIRST AND SECOND GRADE ANSWER SHEET

Name _____ Grade _____

Teacher _____ Birth Date _____

1.	Yes	No	26.	Yes	No
2.	Yes	No	27.	Yes	No
3.	Yes	No	28.	Yes	No
4.	Yes	No	29.	Yes	No
5.	Yes	No	30.	Yes	No
6.	Yes	No	31.	Yes	No
7.	Yes	No	32.	Yes	No
8.	Yes	No	33.	Yes	No
9.	Yes	No	34.	Yes	No
10.	Yes	No	35.	Yes	No
11.	Yes	No	36.	Yes	No
12.	Yes	No	37.	Yes	No
13.	Yes	No	38.	Yes	No
14.	Yes	No	39.	Yes	No
15.	Yes	No	40.	Yes	No
16.	Yes	No	41.	Yes	No
17.	Yes	No	42.	Yes	No
18.	Yes	No	43.	Yes	No
19.	Yes	No	44.	Yes	No
20.	Yes	No	45.	Yes	No
21.	Yes	No	46.	Yes	No
22.	Yes	No	47.	Yes	No
23.	Yes	No	48.	Yes	No
24.	Yes	No	49.	Yes	No
25.	Yes	No	50.	Yes	No

GRADES THREE THROUGH FIVE

THE SETCLAE STUDENT PROFILE (MODIFIED) (3-5)

Instructions

Please answer the following questions on the answer sheet and think real hard about how you really feel before answering each one. THERE ARE NO RIGHT or WRONG ANSWERS. We want YOUR answers.

Part I

Read each statement or question. If it is true for you, bubble the answer "a" on the answer sheet. If it is not true for you, bubble the answer "b". Answer every question even if it's hard to decide. (Just think about yourself and what's important to you.) Bubble only one answer for each question. Bubble them on the answer sheet only.

1.	I like to be alone sometimes.	a. Yes	b. No
2.	I like to stand in front of the class and speak.	a. Yes	b. No
3.	When we are cleaning up our classroom, if I finish before everybody else, I play.	a. Yes	b. No
4.	School will help me to be what I want to be.	a. Yes	b. No
5.	If I can't think of anything good to say about someone, I don't say anything at all.	a. Yes	b. No
6.	I know what kind of person I want to be when I grow up.	a. Yes	b. No
7.	I like to play with my favorite toy all by myself more than I like to play with it with others.	a. Yes	b. No
8.	If things don't go my way, I get mad.	a. Yes	b. No
9.	School is boring most of the time.	a. Yes	b. No
10.	Do you speak slang and standard English?	a. Yes	b. No
11.	If I don't see a trash can, I throw my trash on the ground.	a. Yes	b. No
12.	In class, I like participating in special projects like science fairs and spelling bees.	a. Yes	b. No
13.	When the truth is hard to say, I don't say it.	a. Yes	b. No
14.	Would you like to be in a different family than your own?	a. Yes	b. No

PART II

Read each item carefully. If it is something that is important to you, bubble the "a" on the answer sheet. If it is not important to you (it doesn't really matter or have anything to do with you), bubble the "b" box. Take your time and think about it. There are no right or wrong answers. We want to know <u>your</u> feelings.

25. Helping Others	a. Important to ME	b. Not Important to ME
26. What Others Think of Me	a. Important to ME	b. Not Important to ME
27. Reading	a. Important to ME	b. Not Important to ME
28. Television	a. Important to ME	b. Not Important to ME
29. Solving Problems by Fighting	a. Important to ME	b. Not Important to ME
30. Learning About My Family Members--Dead and Living	a. Important to ME	b. Not Important to ME
31. Getting Along With Others	a. Important to ME	b. Not Important to ME
32. Doing Whatever My Friends Do	a. Important to ME	b. Not Important to ME
33. Expensive Clothes	a. Important to ME	b. Not Important to ME
34. Doing Well in School	a. Important to ME	b. Not Important to ME
35. Speaking Up for Myself and My Ideas	a. Important to ME	b. Not Important to ME
36. Being Positive Most of the Time	a. Important to ME	b. Not Important to ME
37. Life in Africa Today	a. Important to ME	b. Not Important to ME

67. Bubble one.

I a. like my hair.
b. don't

68. Bubble one.

I a. like my skin color.
b. don't like

69. Bubble the <u>one</u> that is more important to you. Choose <u>only one</u>!

a. being popular
b. doing well in school

76. If I had lots of money, I would

a. be happy all the time.
b. help others.
c. need and want more money.
d. save it.

77. When I play team games, I

a. like to be the captain.
b. have fun even if my team loses.
c. don't like losing.
d. often get in a fight.

78. When I need help, I

a. get frustrated.
b. ask for it.
c. try to figure it out myself.

79. I pick my friends because

a. they look good.
b. they are cool.
c. we can talk a lot.
d. they give me things.

80. I am glad I am the race I am. a. Yes b. No

81. A boy becomes a man when

a. he can handle drugs and crime.
b. he makes a baby.
c. he takes care of himself and his family.
d. he can fight well.

82. When I can sit wherever I want in class, I sit

a. in the middle.
b. in the front.
c. in the back.

83. When the teacher leaves the room, I

a. talk.
b. stop doing my work.
c. look at who is being out of order.
d. find something quiet to do once I finish my work.

GRADES SIX AND SEVEN

THE SETCLAE STUDENT PROFILE (MODIFIED) (6-8)

Instructions

Please answer the following questions on the answer sheet and think real hard about how you really feel before answering each one. THERE ARE NO RIGHT or WRONG ANSWERS. We want YOUR answers.

Part I

Read each statement or question. If it is true for you, bubble the answer "a" on the answer sheet. If it is not true for you, bubble the answer "b". Answer every question even if it's hard to decide. (Just think about yourself and what's important to you.) Bubble only one answer for each question. Bubble them on the answer sheet only.

1.	I like to be alone sometimes.	a. Yes	b. No
2.	I like to stand in front of the class and speak.	a. Yes	b. No
3.	When we are cleaning up our classroom, if I finish before everybody else, I mind my own business.	a. Yes	b. No
4.	School will help me to accomplish my own goals.	a. Yes	b. No
5.	If I can't think of anything good to say about someone, I don't say anything at all.	a. Yes	b. No
6.	I have personal goals.	a. Yes	b. No
7.	I would rather do an extra credit project by myself than with classmates.	a. Yes	b. No
8.	If things don't go my way, I get upset most of the time.	a. Yes	b. No
9.	School is boring most of the time.	a. Yes	b. No
10.	Do you speak slang and standard English?	a. Yes	b. No
11.	If I don't see a trash can, I throw my trash on the ground.	a. Yes	b. No
12.	In class, I like participating in special projects like science fairs and spelling bees.	a. Yes	b. No
13.	When the truth is hard to say, I don't say it.	a. Yes	b. No
14.	Would you like to be in a different family than your own?	a. Yes	b. No

15. My neighborhood is a good place to live.	a. Yes	b. No
16. I can get any job I want if I work at it hard enough.	a. Yes	b. No
17. I like being with people that are different from me.	a. Yes	b. No
18. I like me!	a. Yes	b. No
19. Do you believe you can have your own business when you get older?	a. Yes	b. No
20. There are a lot of people in the world more important than I am.	a. Yes	b. No
21. Africian-Americans do well in sports, music, movies and TV ONLY.	a. Yes	b. No
22. If I could, I would make friends with all races of people.	a. Yes	b. No
23. In my opinion, most Black people are lazy.	a. Yes	b. No
24. I want to be able to speak standard English in certain situations.	a. Yes	b. No

PART II

Read each item carefully. If it is something that is important to you, bubble the "a" on the answer sheet. If it is not important to you (it doesn't really matter or have anything to do with you), bubble the "b" box. Take your time and think about it. There are no right or wrong answers. We want to know <u>your</u> feelings.

25. Helping Others	a. Important to ME	b. Not Important to ME
26. What Others Think of Me	a. Important to ME	b. Not Important to ME
27. Reading	a. Important to ME	b. Not Important to ME
28. Television	a. Important to ME	b. Not Important to ME
29. Solving Problems by Fighting	a. Important to ME	b. Not Important to ME
30. Learning About My Family Members--Dead and Living	a. Important to ME	b. Not Important to ME
31. Getting Along With Others	a. Important to ME	b. Not Important to ME
32. Doing Whatever My Friends Do	a. Important to ME	b. Not Important to ME
33. Expensive Clothes	a. Important to ME	b. Not Important to ME
34. Doing Well in School	a. Important to ME	b. Not Important to ME
35. Speaking Up for Myself and My Ideas	a. Important to ME	b. Not Important to ME
36. Being Positive Most of the Time	a. Important to ME	b. Not Important to ME
37. Living Conditions in Africa	a. Important to ME	b. Not Important to ME

PART III

Read the statement carefully. Read the choices. Then bubble "a" if the statement accurately describes you and your feelings. Bubble "b" if the statement does not accurately describe you and your feelings. Bubble them on the answer sheet.

38-53. If asked to describe my personality to someone I'd never met, I would use words like:

38. fun	a. Yes	b. No
39. give up easily	a. Yes	b. No
40. a leader	a. Yes	b. No
41. I like helping others	a. Yes	b. No
42. easily bored	a. Yes	b. No
43. popular	a. Yes	b. No
44. confident	a. Yes	b. No
45. mature	a. Yes	b. No
46. like to get in trouble	a. Yes	b. No
47. A good fighter	a. Yes	b. No
48. happy	a. Yes	b. No
49. slow	a. Yes	b. No
50. unhappy	a. Yes	b. No
51. worry about things	a. Yes	b. No
52. critical of others	a. Yes	b. No
53. underachiever	a. Yes	b. No

54-68. If asked to describe my physical appearance, I would say I am or have

54. average-looking	a. Yes	b. No
55. pretty eyes	a. Yes	b. No
56. nice hair	a. Yes	b. No
57. a head that is too big	a. Yes	b. No
58. nice mouth	a. Yes	b. No
59. too short	a. Yes	b. No
60. light-skinned	a. Yes	b. No
61. average	a. Yes	b. No
62. lips that are too big	a. Yes	b. No
63. a nose that is too big	a. Yes	b. No
64. too fat	a. Yes	b. No
65. dark-skinned	a. Yes	b. No

66. slim a. Yes b. No

67. nice shape a. Yes b. No

68. beautiful/handsome a. Yes b. No

69. Bubble one.

I a. like my hair.
b. don't like

70. Bubble one.

I a. like my skin color.
b. don't like

71. Bubble the one that is most important to you. <u>Choose only one!</u>

a. being popular
b. doing well in school

Part IV

Read the following statements and choices for answers carefully. Then pick the answer that most accurately describes your feelings. Bubble the letter in front of your answer on the answer sheet.

There are NO RIGHT OR WRONG ANSWERS. Choose the answer that is right for YOU.

72. When my friends have fun without me, I

a. am happy that they are having fun.
b. don't even think about it.
c. wish they weren't having fun without me.

73. When I hear something negative about a person, I

a. can't wait to tell someone else.
b. talk to the person to see how I can help.
c. try to find out more, because it's interesting.

74. When someone says something about me that is not good but is true, I

a. get upset.
b. don't want to be around them anymore.
c. listen and learn from their observations.
d. criticize them.

75. When someone laughts at me,

a. I get upset.
b. I am hurt.
c. I laugh with them.
d. I make a joke out of it.
e. I don't like it,

76. When I am talking to someone, most of the time I look

a. at their hands.
b. into their eyes.
c. at the floor.
d. all around.

77. How much time do you spend making yourself look good?

a. no time
b. very little time
c. some of the time
d. all the time

78. If I had lots of money, I would

a. be happy all the time.
b. help others.
c. need and want more money.
d. save it.

79. A girl becomes a woman when

a. she has a baby.
b. her body becomes more developed (she has breasts and hair under her arms).
c. she takes care of herself and her family.
d. she can talk back to her mother.
e. she has a boyfirend.

80. When I do poorly on my schoolwork, I

a. don't really care.
b. know I tried my best.
c. know I should try harder.
d. know it's only because I can't do any better.
e. know the teacher gave us work that was too hard or boring.

81. When I play team games, I

a. like to be the captain.
b. have fun even if my team loses.
c. don't like losing.
d. often get in a fight.

82. When I need help, I

a. get frustrated.
b. ask for it.
c. try to figure it out myself.

83. I pick my friends because

a. they look good.
b. they are cool.
c. they are considerate.
d. they give me things.

84. I am glad I am the race I am. a. Yes b. No

85. A boy becomes a man when

a. he can handle drugs and crime.
b. he makes a baby.
c. he takes responsibility for his actions.
d. he can fight well.

86. When I can sit wherever I want in class, I sit

a. in the middle.
b. in the front.
c. in the back.

87. When I want to do something new (like join a sports team) I

a. ask my parents to get me started.
b. plan how I will do it.
c. just think about it real hard.
d. ask my friends to get me started.

88. When the teacher leaves the room, I

a. talk.
b. stop doing my work.
c. look at who is being disobedient.
d. find something quiet to do once I finish my work.

89. Answering these questions was

a. great.
b. hard.
c. a good way to learn more about myself.
d. silly.

90-100. Bubble "a" all the words that come to your mind when you hear the word Africa. Bubble "b" if they do not come to your mind.

90. slavery	a. Yes	b. No
91. Tarzan	a. Yes	b. No
92. continent	a. Yes	b. No
93. Egypt	a. Yes	b. No
94. civilization	a. Yes	b. No
95. pyramids	a. Yes	b. No

96. uncivilized	a. Yes	b. No
97. ugly	a. Yes	b. No
98. Kings and Queens	a. Yes	b. No
99. savage	a. Yes	b. No
100. gold and diamond	a. Yes	b. No

THREE SAMPLE SETCLAE LESSONS

Harambee Time # 2 - Bonding

*** OPENING RITUAL ***

OBJECTIVE: To provide opportunities for students to get to know each other, work together, and enjoy doing so.

MATERIALS/ PREPARATION:

- completed I.D. cards - Write the numbers 1, 2, 3, 4, or 5 in the upper left hand corner of each card so that the class will be equally divided into five groups.
- 5 pieces of oaktag, between 8 1/2" x 11" & 11" x 17"
- personal photos for I.D. cards
- glue or stapler
- coloring materials
- Worksheet 2 (info for Harambee groups 2 & 4)
- Books - Lessons From History (p. 74) for group 1
- Books - Ashanti to Zulu - group 3
- Designate an area for each group to meet.

OPTIONAL MATERIALS

- 5 sticks (to attach to each group's flags)

PROCEDURE:

To Say.(18 minutes): "During Harambee Time, we will work together a lot; so today we're going to meet the classmates that you'll be working with the most. Look at the number on your I.D. card. Sit in the area designated for students with that number. This is your Harambee group! (Kiswahili for "Let's pull together".) In your groups, attach your photo to your card. As you get to know each other by sharing information on the cards, select a name for your group from the choices on the board:"

#1	#2	#3	#4	#5
Umoja	Ghana	Ashanti	Morehouse Coll.	Scientists
Kujichagulia	Kenya	Chagga	Hampton Univ.	Lawyers
Ujima	Egypt	Yoruba	Spelman Coll.	Artists
Ujamaa	Azania	Zulu	Tuskegee Univ.	Teachers
Nia	Tanzania	Pondo	Howard Univ.	Farmers
Kuumba				
Imani				

67

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Nguzo Saba African Value System

UMOJA (Unity)

To strive for and maintain unity in the family, community, nation, and race.

KUJICHAGULIA (Self-determination)

To define ourselves, name ourselves, create for ourselves and speak for ourselves instead of being defined, named, created for and spoken for by others.

UJIMA (Collective Work and Responsibility)

To build and maintain our community together and make our sister's and brother's problems our problems, and to solve them together.

UJAMAA (Cooperative Economics)

To build and maintain our own stores, shops, and other businesses, and to profit from them together.

NIA (Purpose)

To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

KUUMBA (Creativity)

To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.

IMANI (Faith)

To believe with all our heart in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.

Harambee Time # 12 - Egypt is in Africa! K-2

*** OPENING RITUAL ***

OBJECTIVE: To increase the students' knowledge of Egypt with a clear understanding that:

1 - Egypt is a country in Africa.

2 - Egypt is the zenith of civilization.

3 - Egyptians were African people.

MATERIALS:
- Lessons From History, pp. 1-5
- Worksheet 12 (1 copy per student)

OPTIONAL MATERIALS:
- map of Africa or world globe
- pictures of Egypt
- Worksheet 5b (1 copy per student)

PROCEDURE:

To Do (10 minutes): Begin by telling children that for today's Harambee Time we will learn about the place where civilization began; Egypt, which is in Africa. Civilization is people living together and building schools, creating beautiful buildings and art. [Develop this definition with the children.]

Using p. 1 in Lessons, point to the location of Egypt on the map which is outlined on the worksheet.

Discuss the new words for today:

pyramids - p. 2

medicine - p. 3

Imhotep - p. 3

Read pp. 2-5, stopping to let students repeat the new words and discuss the pictures.

1st and 2nd grade teachers may let children read while another draws a picture on the board to further illustrate the reading.

To Do (16 minutes): Give out the worksheets and have all students locate Egypt on the map. Students then draw a pyramid with a picture of themselves inside of it.

While they are working, teach them the chant: EGYPT IS IN AFRICA!!!

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Harambee Time # 17 - Leaders/Black Excellence 6-8

*** OPENING RITUAL ***

OBJECTIVE: To offer examples of Black excellence in a wide range of areas

MATERIALS:
- Worksheet 8 (1 per student)
- Outstanding Black Americans Posters and fact sheet
- 65 index cards (or substitute)
- coloring materials
- 2 rolls of transparent tape
- current magazines and newspapers (Ebony, Essence, Black Enterprise, and Jet

PROCEDURE:

To Say (10 minutes): "Who can name a living African-American who is doing great things in science? politics? education? We're going to play a game to see what you know."

Every Harambee group is to get 13 index cards and a copy of the worksheet for each member. They are to study the worksheet. After studying the worksheet, they are to write each leader's name on an index card and decorate the other side with the name of the Harambee Group, names of group members and any other symbol/logo the group has. While studying the sheet and writing the names and decorating the cards, look for three more achievers in the magazines/newspapers. For each one found write the name and area of excellence on the card. These cards can be used when playing the game.

While students are doing this, write each area of excellence (listed on the worksheet) on the board horizontally. That is, Literature, Education, Law and Politics, etc. Then create the longest "track" you can in the classroom. Now, you're ready to begin!

Two teams compete by forming lines at the starting point. The destination is the chalkboard. Each team is equipped with their cards and a roll of tape. When you say GO!, one member from each team picks a card, puts a piece of tape at the top of it, walks to the board and tapes the card under the category s/he thinks is correct. Note that the card will be posted with the group name showing, NOT the name of the leader. They then walk back to the group and the next person goes. [ANYONE WHO RUNS HAS TO START ALL OVER AGAIN.] When all cards are gone, the game is over.

The team that finishes first gets a bonus of three points. Each team gets a point for each card placed in the correct category.

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Record scores on the board.

Let the next two Harambee groups play. The team with the highest score plays the fifth group.

Create your own tie-breakers if needed.

VARIATIONS

- Write a fact about each leader under the category and the students have to tape the card over the correct fact.
- Add additional leaders from the posters.
- Children called also identify the area of excellence (as listed on the posters) and whether the leader is living.

*** CLOSING RITUAL ***

FOR MORE INFORMATION:

- # <u>To Be Popular or Smart</u>, pp. 11-32
- # <u>Great Negroes - Past and Present</u>
- Outstanding Black Americans Posters Fact Sheet

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African American Images
965 Sylvan Place S.W.
Atlanta, Georgia 30310
404/ 755-1630

REACHING THE COLLECTIVE'S FULL POTENTIAL - A WORKING SESSION

1. Teaching the Nguzo Saba - An Interdisciplinary Approach

2. Improving School Climate Through Opening Lines of Communication between and among Staff, Parents, and Community

3. Activities that Encourage Peer Tutoring

4. Teaching with a Variety of Learning Styles

5. Weekly Teach-Ins

6. HW Assignments that Encourage Parental Involvement

7. "Punishment" Activities that Build Discipline

8. Bulletin Boards that Encourage Positive People Praising and Reinforcement

9. Building Self-Esteem Through Afrocentric Literature and the Arts

10. Identifying the Real Leaders - Leadership Development

11. Gaining Respect for the Academic Achiever

12. Practical Application Serves Success

KUJICHAGULIA CONTRACT

Self-Determination

I am determined to improve in these areas:

_____

_____

When I show improvement by

_____

_____

I will get to _____

_____

_____ _____ _____

Teacher/Principal Date Student's Signature

DEAR FAMILY OF _____

_____ is to be commended for showing effort to do a good job in classwork. _____ has also shown improvement in the area of

_____

_____

We hope you will find some way to reward your child for exhibiting such effort and improvement in school.

_____ _____

Date Teacher